**Umbrella Topic**: Global Society **Rooms**: 4,5,6,18,19, 20 **Curriculum Level**: 2

Key Understanding – Big planet, small world

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|  | **Week 1**  Feb 2nd – 5th | **Week 2**  Feb 8th -12th | **Week3**  Feb 15th – 19th | **Week4**  Feb 22nd – 26th | **Week 5**  Feb 29th -Mar 4th | **Week 6**  Mar 7th – 11th | **Week 7**  Mar **14th – 18th** | **Week 8**  Mar 21st – 25th | **Week 9**  Mar 28th – Apr 1st | **Week10**  Apr 4th – 8th | **Week11**  Apr 11th – 15th |
| **Events** | School Assembly Wed 1.30 Hall sports | WAITANGI DAY 8TH  Team Assembly | School Assembly | Team Assembly | School Assembly | Team Assembly  7th Long Bay Trip R20/6  8th Long Bay Trip R19/18 | School Assembly  18th Long Bay Trip R5/4 | GOOD FRIDAY 25TH  Team Assembly | EASTER MONDAY 28/29  School Assembly | Team Assembly | School Assembly |
| **Extra Curricular** | **Treaty of Waitangi** - The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.  **Activity - Waitangi Day Monday 8th Feb– Mini Topic in week 1/2/3** | | | | | | | | | | |
| **School Wise** | **Cool Schools** – Relationships AO 1.2.3 **Activity: Using Cool School Booklet Sessions 1 - 7**  Relationships with Other People, in which students develop understandings, skills, and attitudes that enhance their interactions and relationships with others;  **Activity: Classroom Rules/Set up/Class Treaty (Active Learners). Syndicate expectations** | | | | | | | | | | |
| **Centres of Interest** | **Global Society – Big Planet small world – What is the impact of humans upon the seashore?**  **Focus: Long Bay Trip – Coastal Biodiversity Detectives (**[**see page 28 here**](http://www.aucklandcouncil.govt.nz/EN/environmentwaste/sustainabilityconservation/Documents/learnthroughexperience2015.pdf)**). Activities - See planner**  **Launch Activity: Trip to Long Bay** | | | | | | | | | | |
| **Social Studies**  **Science**  **Technology** | **Global Society – Big Planet small world – What is the impact of humans upon our coasts? Focus: Coasts & People. Activities - See planner**  **Time, Continuity, and Change 1: Achievement aim: students will understand relationships between people and events through time**  **AO: L2 -** How **past events** changed aspects of the lives of communities.  **Ideas about Society – Understand that past events effect the lives of communities.**  **Participation in Society – Know how people (students themselves and/or others) were involved in past events that changes the lives of communities.**  **Personal and Social Significance – Explain how a past event has affected them.**  **Time, Continuity, and Change 2: Achievement aim: students will understand interpretations of these relationships**  **AO: L2 – How and why the past is important to people.**  **Ideas about Society – Understand that people have reasons for valuing the past.**  **Participation in Society – Know how people (students themselves and/or others) show that they value the past.**  **Personal and Social Significance – Explain how the past is important to them.**  **Technological Practice**  Planning for practice – Develop a plan that identifies the key stages and resources required to complete an outcome  Brief development – Explain the outcome that they are developing and describe the attributes it should have, taking account of the need or opportunity and the resources available.  Outcome development and evaluation - Investigate a context to develop personal ideas for potential outcomes.  **Nature of technology**  Characteristics of technology - Understand that technology both reflects and changes society and the environment and increases people’s capabilities  Characteristics of technological outcomes - Describe how individuals and groups share characteristics and are also unique  **Activities: make a terrarium, make a ‘rainstick’, make percussion instruments** | | | | | | | | | | |
| **ENGLISH**  **Written** | **LISTENING, READING, VIEWING**  **Purposes and audiences - Show some understanding of how texts are shaped for different purposes and audiences**  **Ideas – Show some understanding of ideas within, across and beyond texts**  **Language features Show some understanding of how language features are used for effect within and across texts**  **Structure – Show some understanding of text structures**  **SPEAKING, WRITING, PRESENTING**  **Purposes and audiences - Show some understanding of how to shape texts for different purposes and audiences**  **Ideas – Select, form and express ideas on a range of topics**  **Language features - Use language features appropriately, showing some understanding of their effects**  **Structure – Organise texts using a range of structures**  **Activities**: **Recount (personal experience, Whakapapa/family histories), Narrate (myths, legends & fables / traditional tales),** | | | | | | | | | | |
| **Taha Maori** | Teachers will incorporate basic greetings commands, phrases and days of the week into class practice.  Introductions/responses – Maori alphabet sounds – Family names – Counting – Classroom objects – utilise [**Room4 Wiki – Te Reo**](http://room4sunnynook.wikispaces.com/Te+Reo)  **Activities: The syndicate will use the Maori teacher Briar as a resource. She will teach a short fortnightly lesson in each class and teachers will reinforce the learning in the interim.** | | | | | | | | | | |
| **Listening**  **Oral** | **Ideas - Show some understanding of ideas within, across, and beyond texts.**  · uses their personal experience and world and literacy knowledge to make meaning from texts;  · makes meaning of increasingly complex texts by identifying main ideas;  · makes and supports inferences from texts with some independence.  **Activities: Teacher’s own** | | | | | | | | | | |
| **Reading** | **Assessment** Year 4 E-Asstle testing. Year 3: Ready to Read. Teacher choice: Probe testing.  **Purposes and audiences -** Show some understanding of how texts are shaped for different purposes and audiences.  **Language features -** Show some understanding of how language features are used for effect within and across texts.  **Structure** - Show some understanding of text structures.  **Activities: Reading Tumble – Prediction, Monitoring, questioning and reproducing., Visualizing and Imaging.** | | | | | | | | | | |
| **Spelling**  **Editing** | Using visual memory to spell personal vocab & high frequency words (Most from essential lists 1 -4 and many from 5-6. {To 7 for year 4}).  Follow up data from SWST 2013  Apply their growing knowledge of phoneme-graphemes relationships, and spelling conventions, to select correct spelling patterns.  Students will proofread initially to check punctuation and spelling. Re reading and revising for clarity and accuracy of meaning often in response to feedback.  **Activities: Teacher’s Own** | | | | | | | | | | |
| **Hand**  **Writing** | Writes legibly and with increasing fluency when creating texts. Using all uppercase and lower case letters correctly, legibly and fluently.  Focus on good presentation into exercise book following syndicate templates. (TBA)  Year four students will make choices when appropriate for publishing in a variety of media. Year 4 to work towards pen licence from term 3. | | | | | | | | | | |
| **Maths & Statistics** | GlOSS / IKAN testing Week ???  **Number strategies:** - Use simple additive strategies with whole numbers and fractions  **Number knowledge** - Know the forward and backward counting sequences of whole numbers to at least 1000. / Know the basic addition & subtraction facts. / Know how many ones, tens & hundreds are in whole numbers to at least 1000. / Know simple fractions for everyday use.  **Equations and expressions -** Communicate and interpret simple additive strategies, using words, diagrams (pictures) and symbols..  **Patterns and relationships -** Generalise that whole numbers can be partitioned in many ways. / Find rules for the next member in a sequential pattern.  **MEASUREMENT**  Create and use appropriate units and devices to measure length, area, volume & capacity, weight (mass) turn (angle) temperature – [**WILL DO THESE AS PART OF 3 WEEK TUMBLE]** and time [done in class]. / Partition and/or combine like measures and communicate them using numbers and units.  **Activties: Teacher’s own following Numeracy Strategy** | | | | | | | | | | |
| **Art** | **Students to develop:** An understanding of Māori, European, Pasifika, Asian, and other cultures through exploration of visual contexts.  **Visual** – share ideas why their & others’ works are made, valued, context  - explore variety of materials, discover elements & selected principles  - investigate & develop visual ideas – motivations, imaginations  - share ideas, feelings & stories communicated by their own & others objects & images  **Drawing** – chalk, pastels, water colour pencils – observational drawing (from Long Bay Trip?)  **Dance** - identify & describe dance in their lives and in their communities  - explore & identify through movement elements of body, space, time, energy & relationships  - use elements of dance in a purposeful way to respond to stimuli  - share dance movement through informal presentation  **Music** - explore & share ideas about music from range of sound environments – function of music in societies  - explore & identify how sound is made – listen & respond to elements of music  - improvise, explore & express musical ideas  - share music with others using basic performance skills  **Beat & Rhythm**  **Use of percussion**  **Activities**: **Class Portraits / Class environment – children designing their environment so they can take responsibility for it.**  **Waitangi Day celebration with relevant art work. Art/Dance/Music from other cultures – soundscapes – creating instruments/art & dance to reflect other cultures.** | | | | | | | | | | |
| **Health** | [**Cool Schools**](http://www.peace.net.nz/index.php?pageID=38) introducing peer mediation – videos & steps (minor) Sun safety  **Relationships** – identify and demonstrate ways of maintaining and enhancing relationships between individual and within groups  **Identity, sensitivity & respect** – describe how individuals and groups share characteristics and are also unique.  **Interpersonal skills** – express their ideas, needs, wants & feelings appropriately and listen sensitively to other people and affirm them.  **Activities: Waitangi Day, class treaty, peer mediation role plays, Skills in Action- W.I.T.S.**: | | | | | | | | | | |
| **P.E** | **Gymnastics** – check with Manju when timetabled  **Tennis** (Fridays: Kiwi Sports)  **Summer ball skills**: T-ball, tennis cricket, volleyball, minor games  Fitness – Jump Jam T1 in shade area, Tabloid fitness T2 (mixed groups – using Junior Adventure playground & shade area)  **Activties: Fitness (Jump Jam), Cricket, Tennis, Small Ball/Team games** | | | | | | | | | | |
| **Key Competencies** | Participating and contributing; Relating to others | | | | | | | | | | |
| **Values** | Responsibility, respect, perseverance, compassion, fairness, honesty, self discipline | | | | | | | | | | |